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ABSTRACT

The third in a series of manuals designed for instructor/coordinators of Richland College's cooperative education seminars, this volume contains information and lists of resources to be used in conjunction with the student guide, "Advance: A Guide for Improving Your Position." Each section of the instructor manual corresponds to a chapter in the guide and outlines student objectives, summarizes the guide's content, provides exercises and quizzes, and lists additional resources. Section 1 reviews the importance of self-knowledge, methods for learning about oneself, and the development of a self-management contract. Section 2 focuses on the importance of gathering career information, acquiring job information through written resources and interviews, and ways to get necessary training. The steps involved in making a career decision are outlined in section 3. Section 4 discusses job hunting in terms of locating job openings and preparing resumes and cover letters. Topics addressed in section 5 include preparing for an interview, things to expect during an interview, closing an interview and conducting follow-up, deciding on offers, and writing a letter of acceptance or rejection. Finally, section 6 discusses getting along on the job, covering problems that may arise in the first few days of employment, characteristics of successful employees, relationships with co-workers, and good working habits. (DAB)

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# COOPERATIVE EDUCATION

## INSTRUCTOR RESOURCE MANUAL

for

## ADVANCE: A GUIDE FOR IMPROVING YOUR POSITION

BOOK 3

Understanding Yourself
Learning About Careers
Making Career Decisions
Beginning The Job Hunt
Being Interviewed And Deciding On Offers
Getting Along On The Job

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JC 830 129

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# INSTRUCTOR RESOURCE MANUAL

for

# ADVANCE: A GUIDE FOR IMPROVING YOUR POSITION

BOOK 3

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## ABOUT THE AUTHOR

This series was written by Dr. Jane Peterson. Dr. Peterson has taught at Richland College for ten years. She received her B.A. from Bethel College and the M.A. and Ph.D. from the University of Arkansas.

Dr. Peterson is currently on a one-year sabbatical leave working as an intern with the Document Design Project (DDP) funded through the Teaching and Learning/Reading and Language Group at the National Institute of Education, Washington, D.C.

# A GUIDE TO EFFECTIVE SEMINARS

These volumes of seminar materials were produced by professionals in each subject area. They are designed to provide Cooperative Education instructor/coordinators with an adequate supply of information and resource material to conduct seminars that are pertinent and applicable to the students' needs.

Each volume contains materials for lecture notes, exercises, work sheets, illustrations, case studies, and problem solving exercises. The guide provides basic concepts and principles that will generate self-development and individual and group interaction in learning.

## Specific Objectives

1. To provide a resource of written material, reference books, and audio visual materials to supplement the instructor's experience.

2. To present the written material in a ready-to use format that requires only the instructor's personalized modification.

3. To provide case studies, exercises, quizzes, and role plays to involve all students in the seminar.

4. To encourage each instructor to develop additional lesson plans from the ideas and ample information contained in the guides.

**********

YOU can add vitality and interest to your seminars by applying these few suggestions.

*First, help each student build confidence and create a desirable attitude toward Co-op as well as their job.

*Identify the students' abilities as well as their needs and challenge them; keep them coming back for more.

*Conduct the seminar to include all the members of the group; make it easy for everyone to participate.

*Use varied methods to present the materials; lectures, problem analysis, case studies, guest speakers, debates, and panel discussions are a few methods that may be utilized.

*Develop your own individual style; conduct the seminars in a way that is comfortable for you.

*Pace your seminars to maintain the students' interest; timing is learned with experience.

Remember, with your own special teaching abilities and a little pre-planning, you will be able to conduct excellent seminars.

UNDERSTANDING YOURSELF: Advance, Chapter 1

I. OBJECTIVES: The student will be able to

A. explain why self-knowledge is important in choosing a career

B. explain why self-knowledge is important for changing jobs

C. explain why self-knowledge is important for improving performance on the job

D. describe at least four diffferent methods people can use to learn more about themselves

E. determine what kind of self knowledge (work values, interests, skills, etc.) he or she needs now

F. list the major steps involved in developing a self-management contract that can be used to improve behavior

II. MODULE MATERIALS

A. Instructor's Review of Topic

B. Exercises: A Note to Instructors

1. Interest Inventory (Advance, pp. 134-135)
2. Current Skills Inventory (Advance, p. 137)
3. Work Values Inventory (Advance, pp. 139-141)

C. Application: Follow-up to Self-Inventories

III. OTHER RESOURCES: See the bibliography in Advance (Chapter One: Suggested Readings and Activities, pp. 173-174).

# UNDERSTANDING YOURSELF: A Review for Instructors

This review summarizes Chapter One of Advance: A Guide for Improving Your Position, indicating what the text does and does not emphasize. It also points out relevant resources not mentioned in the text.

Chapter One begins by explaining why self-knowledge is important. It presents three reasons why students might need to learn about themselves (pages 1-4):

* to choose a career (to choose a satisfying career, students need to understand what makes them "feel rewarded")

* to change jobs (need to be able to identify their strengths and weaknesses, values and skills, etc., so they can do a good job of "selling themselves" in cover letters, resumes, and interviews)

* to improve performance on a current job (need a current picture of self first to know what most needs improvement and then to create a base for measuring improvement--students need to know how they're performing now so they tell later if they have improved).

The chapter then focuses on different methods students can use to learn more about themselves (pages 4-12). It includes both formal and informal tactics and describes some of the strengths and weaknesses of each.

* Self Inventories--charts, lists, and other kinds of worksheets that are not standardized instruments; most encourage users to draw on information from different areas of life (work, school, leisure activities, etc.); most focus on only one aspect (interests or skills or work values, etc.). For samples, see Advance, Appendix A, pages 134-141.

* Formal Assessments--standardized interest, aptitude, skills, and personality tests; some of the more common

ones are listed in **Advance** (pp. 6-7); most are available free at Richland through Career Guidance Associates in the Center for Choice; students eager to take several of these tests can enroll in HD 102, a one-hour, self-paced course that involves test-taking and interpretation; HD 102 is usually designated as a flexible entry course, taught by the Director of the Center for Choice; HD 104 (Career Planning) also involves some testing.

* Others' Comments--includes informal comments on behavior and personality (spoken by friends, coworkers, family members, etc.) and more formal comments (both spoken and written) from supervisors, teachers, etc.; emphasizes using repeated comments as indicators of possible strengths and weaknesses; mentions using negative comments from performance appraisals in positive ways.

* Others' Reactions--focuses on what others do, not what they say; does not go into any detail on nonverbal communication but does present examples of very general ways that others' reactions can be used to identify possible strengths and weaknesses; emphasizes need to look for patterns of behavior.

* Self-Observation--suggests that students learn to listen to and observe themselves so they can identify possible strengths and weaknesses and be aware of what they are doing when others react positively (or negatively) to them; suggests that most people don't understand why they react positively or negatively to someone else so they can't explain; in some cases, others won't explain because they don't want to offend anyone; so self-observation, though difficult, may be the only way to get at some problems.

The third section of this chapter outlines steps to follow in developing a self-management contract (pages 12-15). The same example is used in the first four steps so students can see how it would work. At several points, students are encouraged to discuss their specific problems with the co-op instructor. Potential problems (like selecting rewards that create other problems and receiving negative feedback about changes in behavior) are mentioned where appropriate.

* Step 1: Assess the situation--monitor behavior to verify that a problem exists and to establish a base (frequency, forms, etc.) that can be used to set goals and measure improvement

* Step 2: Divide the problem into its parts--state the problem as specifically as possible; realize it may have more than one component

* Step 3: Generate possible solutions--think of actions that might help solve the problem; (the example illustrates specific, do-able plans like "count to five first" but the discussion does not emphasize that plans or solutions must be specific); select the plan to try first

* Step 4: Set goal and time table--develop a specific, measurable, and realistic goal statement (refers to course learning objectives as similar statements); establish a realistic time table (example given)

* Step 5: Establish rewards--either short-term or long-term rewards; mentions possible problems with rewards; mentions using punishments, but offers no example

* Step 6: Record your progress--develop a system (chart etc.) to record behavior; determine how often the chart will reed to filled in, etc.

* Step 7: Modify the plan as needed--keep an open mind; emphasizes the need to give the plan a fair trial because problems in carrying out a plan are common (and don't necessarily mean the plan is a bad one); does suggest, however, that plans may not work well and may need to be altered or even dropped

This chapter ends by describing types of resources available to those wanting more help with or information on either self-evaluation or self-development (pages 15-16). The point is to let students know that self-evaluation and self-development are areas that can be pursued in many different ways.

UNDERSTANDING YOURSELF: Exercises
A Note to Instructors

Copies of each of the self-inventories appear here for your convenience. Students have the three self inventories in their texts (Appendix A, pages 134-141). Each exercise has its own set of directions. Students who have never completed a self-inventory may have trouble coming up with ideas, especially for the interest and skills inventories. It might be helpful to discuss the exercises when you make the assignment, giving them examples of kinds of things to include.

The application for this chapter is also based on the self-inventories in Advance. However, many other self-inventories and self-awareness exercises exist. The bibliography for chapter one (page 173) lists several books which include self-inventories.

## INTEREST INVENTORY

First, list your activities and interests in the left column. Second, use the middle and right columns to note what about each activity especially interests (or interested) you and why. When you are listing the "what's" and "why's", do not be bound by "should's". You may find it more practical to use separate sheets of paper for this exercise.

| List of Interests | What about this interests (interested) me? | Why does (did) it interest me? |
|---|---|---|
| HOBBIES<br>Present: | | |
| Past: | | |
| FAMILY ACTIVITIES AND RESPONSIBILITIES<br>Present: | | |
| Past: | | |
| SCHOOL ACTIVITIES<br>Present: | | |
| Past: | | |

Interest Inventory
Continued

| List of Interests | What about this interests (interested) me? | Why does (did) it interest me? |
|---|---|---|
| JOB RESPONSIBILITIES<br>Present:<br><br>Past: | | |
| SOCIAL ACTIVITIES<br>Present:<br><br>Past: | | |
| CIVIC OR CHURCH ACTIVITIES:<br>Present:<br><br>Past: | | |

## CURRENT SKILLS INVENTORY

Name the activities that are most important to you in each area of your life. Then, for each activity, list the skills required to perform or complete the activity. Finally, indicate your competence with each skill by numbering each from one (low) to five (high).

| | ACTIVITY | SKILLS REQUIRED | LEVEL OF COMPETENCE |
|---|---|---|---|
| Example: | driving | physical coordination | 5 |
| | | judging speed and distance | 4 |
| Work: | | | |
| Family: | | | |
| School: | | | |
| Leisure Activities: | | | |

WORK VALUES INVENTORY

| Yes or Very Important | Somewhat Important | No or Not Important | I. Place a check in the box that most nearly represents your attitude toward each item listed. |
|---|---|---|---|
| | | | **Category 1: Security of Position** |
| | | | Is it important that it provide work all year round? |
| | | | Is it important that a position is likely to be long term with the same company? |
| | | | Is it important that the occupation itself be secure (position outlook not diminishing)? |
| | | | **Category 2: Independence in Performing Duties** |
| | | | Is it important that you be supervised closely? |
| | | | Is it important that you work alone most of the time? |
| | | | Is it important that your work hours be flexible from day to day? |
| | | | from week to week? |
| | | | from month to month? |
| | | | Is it important that your work hours remain the same? |
| | | | **Category 3: Prestige of the Position** |
| | | | Have prestige within the work setting |
| | | | Have prestige in the eyes of your family and friends |
| | | | Have prestige in society in general |
| | | | **Category 4: Variety of Duties** |
| | | | Have varied duties within a work day |
| | | | Have varied duties within a work week |
| | | | Have varied duties within a six-month period |

| Yes or Very Important | Somewhat Important | No or Not Important | |
|---|---|---|---|

Category 5: Work Environment or Atmosphere

Circle the appropriate word or phrase and then place a check to indicate the importance of the circled item.

Atmosphere: Formal/Informal

Size: Small (10 employees or fewer on site)/Medium/Large (over 100 on site)

Primary place: Indoors/Outdoors/Combination

Risk factor: No physical danger/Element of danger

Payment method: Straight salary/Salary plus commission/ Straight commission

Category 6: Benefits

Good medical insurance

Good life insurance

Dental insurance

Disability insurance

Strong retirement plan

Educational program or assistance available

Profit sharing plan

Category 7: Opportunities of the Position

For advancement with same company

For advancement in the career field

For decision making

For problem solving

For travel within city or county

| Yes or Very Important | Somewhat Important | No or Not Important | |
|---|---|---|---|
| | | | Category 7: Opportunities of the Position |
| | | | For travel within state or region. |
| | | | For travel nationally or internationally. |
| | | | For learning on the job. |
| | | | For regular social interaction with a few. |
| | | | For regular social interaction with many. |

II. Now review those that you have checked as "Yes" or "Very Important". Rank each of those checked in the left column as either (1) for "critical" or (2) for "very desirable" or (3) for "desirable". Place these numbers to the right of the important items.

III. List here the items you have marked as (1) for "critical". If you have more than seven items, try the exercise again.

## UNDERSTANDING YOURSELF: Application

When you have completed the three self-inventories in Advance (pages 134-141), answer these questions.

1. Which inventory was the most difficult for you to complete? Why?

2. Review all sections of your interest inventory (pp. 134-135). In the left column, list any interest that could relate to your work (or to the job you hope to get soon). Your list should include items from several categories, not just the "job responsibilities" category. When that is done, review all sections of your skills inventory (p. 137). Use the right column to list any skill that could relate to your work. This list should also include items from different categories.

| INTERESTS | SKILLS |
|---|---|
| | |

3. Now go back to the list you just made, and place a check in front of each interest or skill that you had not thought of before in conjunction with your work. Briefly discuss how you can benefit by thinking of these skills and interests in relation to work.

OVER

4. Review your work values inventory (pp. 139-141) and copy the list of critical items from III on page 141. Use the space to the right to discuss how well your job (or the job you hope to get soon) fills each of the work values that you consider critical.

| My Work Values | DISCUSSION (does job fill the work value?) |
| --- | --- |
| | |

LEARNING ABOUT CAREERS: Advance, Chapter 2

I. OBJECTIVES: The student will be able to

A. describe three reasons for gathering career information

B. list two standard references for career information

C. explain what to look for when evaluating written career information

D. define "information-gathering interview" and explain the value of information-gathering interviews

E. describe the steps involved in having an information-gathering interview (from making contacts through following up)

F. list at least five questions that could be asked in an information-gathering interview

G. describe at least three different ways to get needed training

II. MODULE MATERIALS

A. Instructor's Review of Topic

B. Exercise: How Much Do I Know About My Chosen Career?

C. Application: Action Plan To Get Written Information

E. Alternate Application: Action Plan To Set Up Information-Gathering Interview

III. OTHER RESOURCES: See the bibliography in Advance (Chapter Two: Suggested Readings and Activities, pp. 174-176).

LEARNING ABOUT CAREERS: A Review for Instructors

Chapter Two of Advance is based on three assumptions: (1) that most students think they are more aware of job possibilities than they actually are; (2) that they think they know more about their career field (related jobs in the field, specialities available, training required, pay ranges, etc.) than they do; and (3) that they think the best way to get information is to pick up a brochure or check out the first book they see. In this chapter, the term career field is meant to suggest a broad area like medicine, as opposed to nursing or inhalation therapy.

A Summary of Chapter Two of Advance: A Guide for Improving Your Position

Chapter two begins by explaining why it is important to gather career information. It presents three reasons for learning more about careers (pages 17-18):

* to become aware of more options (to choose a job as a career goal, the student must know it exists)

* to set realistic goals (to know how much time and money are needed for training, what the job outlook is, etc.)

* to prepare for job hunting (to be an informed job seeker)

The chapter then describes how to use written resources to gather information about jobs (pages 18-24). This section first suggests a process to follow and then presents criteria for evaluating any information gained.

Process for finding and using written resources:

1. Get an overview of what's available

   * look up careers or occupations using the subject index in a library

   * browse through standard references (Dictionary of Occupational Titles, Occupational Outlook Handbook, etc.) to see what kinds of information these contain and how they're organized

2. Select career field(s) for in-depth research

   * first read relevant sections in the Occupational Outlook Handbook or the Encyclopedia of Careers and Vocational Guidance

   * then check out a book on the field that interests you most

3. Evaluate what is read (all information is not equally valuable)

   * check the date to see when it was written (career information changes quickly, so the more recent the better)

   * determine how the information was obtained (from surveys, interviews, personal experience, government statistics, etc.) and how broad the base (the broader the base the better, unless the sources are centered in the region of the country where the student hopes to work)

   * determine who wrote it and why (if it's a recruiting tool, the information is probably biased in favor of the field--realize that negatives will be brushed over or ignored)

   * review the kinds of information included by using the National Vocational Guidance Association's checklist on pp. 23-24

The third section of this chapter focuses on information--gathering interviews (pages 24-31). It explains what an information-gathering interview is ("a scheduled conversation with someone who is already doing what you think you would like to be doing") and why it's an important source of job information. The three reasons include a reality check (direct observation of work situation), up-to-date local information, and a form of preparation for the employment interview. Most of this section presents detailed suggestions for the information-gathering interview:

* how to find people to interview
* how to set up an interview (includes examples of what to say when calling to ask for interviews)
* how to prepare for the interview (includes sample questions)
* how to follow up the interview

LEARNING ABOUT CAREERS: Exercise
How Much Do I Know About My Chosen Career?

The purpose of this exercise is to see how much you know about your chosen career and the career field which it is a part of. If you do not know the answer to a question, leave it blank. You can look it up later.

Your Position Title (or title of position you hope to get as soon as you complete your training--your chosen occupation):

_____

Name of career field it belongs with: _____

List at least seven other position titles that fall within your career field but do not represent the job you want or any job you have held:

When you finish your training, what are the possible work settings for the job you want? (You should be able to list at least three or four)

What are the possible fields of specialization for someone in your chosen occupation?

What are the usual lines of advancement for the occupation and how long does it take the average person to move up the ladder?

OVER

How long do people in your occupation usually stay with one firm?

How often are people in your occupation asked to transfer to another city or region?

How many people are currently in training for this occupation?

How many people job openings existed five years ago for people trained in this occupation? How many openings are predicted for ten years from now?

What do most people in this occupation earn? What are the highest and lowest common salaries for people in the occupation? How many years does the average person work in this occupation before entering the top salary range?

Average income:

Low end (beginner's income):

High end (experienced person's income):

Average time before moving to high end of income range:

What are the usual benefits offered to people in this occupation?

What are the usual working conditions for people in this occupation?

The final section of this chapter describes some of the ways to get necessary training for a job (pages 31-35). The approaches covered include college credit courses, continuing education courses, apprenticeship programs, on-the-job training programs, and independent study. The message is that what is best depends partly on the job (apprenticeships are only possible in certain areas) and partly on the individual's situation (the time and money available for training) and his or her motivation and ability.

LEARNING ABOUT CAREERS: Application
Action Plan To Get Written Information

Use this worksheet to develop an action plan for getting written information about a career field. In the left hand column, list tasks to complete under the appropriate category. These tasks, like goals or learning objectives, should be specific, realistic, and measurable. For example, you might list, "Spend 30 minutes at the library looking up careers or occupations in the subject index of the card catalogue." Then indicate where you plan to complete the task. Finally, give yourself a deadline for each task.

If you need ideas for specific tasks to list, review the process for gathering written information described in Advance (pp. 18-24). If you need more space to list your tasks, use the back or make up similar three-column sheets of paper.

| WHAT? (list specific tasks) | WHERE? | WHEN? |
|---|---|---|
| A. Tasks for getting an overview of what's available | | |
| B. Tasks for more in-depth research | | |
| C. Tasks for checking your progress | | |
| 1. Do the "How Much Do I Know About My Career Field" exercise again to see if I have the information I need | | |

LEARNING ABOUT CAREERS: Alternate Application
Action Plan To Set Up Information-Gathering Interview

Use this worksheet to develop an action plan for an information—gathering interview. In the left hand column, list tasks to complete under the appropriate category. These tasks, like goals or learning objectives, should be specific, realistic, and measurable. For example, you might write, "Make a checklist of the kinds of information I'll need to get from friends about possible contacts." Then, if appropriate, indicate where you plan to complete the task. Finally, give yourself a deadline for each task.

If you need ideas for specific tasks to list, review Advance, pages 26-31. If you need more space to list your tasks, make up similar three-column sheets of paper.

| WHAT? (list specific tasks) | WHERE? | WHEN? |
|---|---|---|
| A. Tasks to get names of people to interview | | |
| B. Tasks to set up the interview | | |

OVER

| WHAT? (list specific tasks) | WHERE? | WHEN? |
|---|---|---|
| C. Tasks to prepare for the interview | | |
| D. Tasks to follow up the interview | | |

MAKING CAREER DECISIONS: Advance, Chapter 3

I. OBJECTIVES: The student will be able to

A. list the major steps involved in making an effective decision

B. explain the importance of defining problems carefully and specifically

C. give at least one example of a well-stated problem and one of a poorly-stated problem.

D. describe two approaches that can be used to evaluate and eliminate alternatives

E. define "action plan" and explain its relevance to decision-making

F. list several reasons for including deadlines and tasks to re-evaluate the decision on career-related action plans

II. MODULE MATERIALS

A. Instructor's Review of Topic

B. Exercise: Evaluating Your Decision-Making Processes

C. Application: Trying Out The Decision-Making Process

1. Worksheet: Trying Out the Decision-Making Process (2 pages)

2. Chart: Evaluating Alternatives--Possible Outcomes

3. Chart: Evaluating Alternatives--Most Important Factors

III. OTHER RESOURCES: See the bibliography in Advance (Chapter Three: Suggested Readings and Activities, p. 176).

# MAKING CAREER DECISIONS: A Review for Instructors

Chapter Three of Advance presents a six-step decision-making process which is essentially a problem-solving process. The process can be used for any major decision. The idea is that the more important the decision, the more time and thought it deserves. Some of the references are to "daily life" decisions (buying a car) but most are school or career related (how to get needed training in real estate).

The introduction raises a common problem--trying to make decisions at inappropriate times. So the chapter begins by asking, "Is now an appropriate time to be making this decision?" The rest of the chapter is a step-by-step description of the suggested decision-making process. When appropriate, potential problems are mentioned and possible solutions suggested. Because the headings of the steps are self-explanatory, the review focuses on the potential problems the text presents in conjunction with each step.

## A Summary of Chapter Three of Advance: A Guide for Improving Your Position

### STEP 1: Defining the Problem (pages 38-40)

This section focuses on the importance of a specific statement of the problem. It points out that problem statements often assume certain decisions have been made and therefore limit the options.

Poor definition of problem: Which new car should I buy? (assumes purchase and new)

Better definition of problem: To acquire a car that averages at least 22 mpg. in the city and involves a monthly obligation of no more than $145.

### STEP 2: Gathering Information (pages 40-41)

This section refers students to chapter two and focuses only on career decisions. It reminds them to gather both factual and subjective information, to evaluate the information (is it up-to-

date? accurate? thorough?), and to use human resources as well as written materials. The problem of knowing when to stop gathering information is only indirectly mentioned when students are told to use common sense.

STEP 3: Generating Alternatives (pages 41-42)

This step, described as "personal brainstorming", mentions two related problems: (1) evaluating and censoring options without listing them and (2) not being able to think of more than two choices.

STEP 4: Evaluating and Eliminating Alternatives (pages 42-47)

The material in this step focuses on the complexity of evaluating options. It presents two systematic ways of looking at options and the problems associated with each.

First Method—"Important Factors"

With this method, students list the factors most important to them and then make notes to indicate what each option offers on each factor. The factors may be values, goals, external constraints like time or money, etc. A sample chart showing the "important factors" method appears on page 43. Related information appears on pages 101-103 under deciding among job offers; there the chart includes numerical values (or "weights") for each factor and a rating scale, so that a "score" can be reached for each option.

Problems:
1. Can't identify important factors because no recent self-evaluation (haven't seriously thought about what they value, etc.)
2. Can't rank factors so have values conflict (i.e. value job security and opportunities for promotion equally but no option offers both)

Second Method--"Possible Outcomes"

With this approach, students list the possible outcomes for each option: best possible outcome, worst possible outcome, and other outcomes. Looking at all the possible results (not just those hoped for) provides a reality check, exposes major risks and benefits, and reveals how long-term the effects of the decision will be. The problems with this approach involve "piggy-backing" one outcome onto another—not carefully separating the possibilities.

Problems: 1. Assume that one outcome automatically leads to another (jump from passing one course to graduating with honors or from liking a course to liking an institution)

2. Mix up different kinds of outcomes (an attitude outcome like enjoying a course is piggy-backed onto a performance outcome like earning an A)

STEP 5: Making an Action Plan (pages 47-49)

This step assumes students have selected one option to pursue. It does not provide a detailed explanation of an action plan. It only suggests listing all the tasks necessary to carry out a decision and then establishing deadlines for the tasks. (In effect, it's presenting a time management tactic that is sometimes called the salami approach and sometimes the "divide and conquer" technique.) The reason given for an action plan with deadlines is that career decisions usually involve many tasks over a long time period, so it helps to have short-term goals (individual tasks with deadlines) that can provide a sense of accomplishment and promote self-esteem.

Problems: 1. Not making tasks specific enough (i.e. writing "talk to some people about the Richland program")

2. Putting deadlines on tasks the student does not have control over (the student can put a deadline on "when I will have called X number of people to ask for an interview" because the student has control over calling but not over whether the other person will agree to an interview or when

STEP 6: Evaluating Your Decision (pages 49-51)

This section simply tells students to include an evaluation of the decision on the action plan. To evaluate the effectiveness of the decision, students are encouraged to make charts like those listed under step four (evaluating alternatives). The chapter closes by emphasizing the need to review career decisions regularly: since we are changing people in a changing world, even a very good decision may not be effective for life.

MAKING DECISIONS: Exercise
Evaluating Your Decision-Making Processes

For this exercise, you need to select one decision you have made that has been particularly satisfying or effective and one decision that has been dissatisfying or ineffective for you.

A. For each decision, you are to describe briefly what the decision was, how you arrived at it, and why you think it has been effective or ineffective.

| Satisfying Decision | Dissatisfying Decision |
|---|---|
| WHAT? | |
| HOW? | |
| WHY? | |

B. Which of these two decisions is most typical of your decision-making process?

OVER

C. What steps in the decision-making process are you already using regularly and effectively for work decisions? for personal decisions?

D. What step or steps in the decision-making process could you have followed (or followed more carefully) that might have kept you from making the ineffective decision you have described?

MAKING DECISIONS: Application
Trying Out the Decision-Making Process

For this activity, your instructor may give you a case study sheet or may ask you to use a decision you are in the process of making. Use this as a worksheet for your assigned task. You might want to review the material in Advance for each step as you begin the step on this worksheet.

STEP ONE: Defining the Problem (Use this space to state the problem.)

STEP TWO: Gathering Information (Use this space or a separate sheet of paper to make notes of the key pieces of information you have gathered.)

STEP THREE: Generating Alternatives (List here all the alternatives you can think of—remember this is a personal brainstorming session, so do not censor your ideas.)

OVER

STEP FOUR: Evaluating and Eliminating Alternatives (For this step, first review your list of alternatives and select the three or four that seem best to you. Then using those three or four, complete a "Most Important Factors" chart and a "Possible Outcomes" chart. The charts appear on the next two pages of this activity. When you have completed the charts and selected an alternative to try, write your selected alternative in this space.)

STEP FIVE: Making an Action Plan to Implement the Decision (Complete the action plan below. Remember to keep your tasks as specific as possible.)

| WHAT? (list specific tasks) | WHERE? | WHEN? |
|---|---|---|

STEP SIX: Evaluating your decision (Check your action plan to see if you have included any tasks to re-evaluate your decision. If you have not, go back and add one or two re-evaluation tasks at appropriate places.)

## Evaluating Alternatives: POSSIBLE OUTCOMES

To complete this chart, study the material on pages 44-46 in your text. Then transfer the definition of the problem and alternatives to evaluate from your decision-making worksheet. Then, in the middle column describe what you consider to be the best possible outcome for each alternative. Next, in the right hand column, describe what could be the worst possible outcome from choosing each alternative.

Problem: _____

| Description of Alternative | Best Possible Outcome | Worst Possible Outcome |
|---|---|---|
| Option #1 | | |
| Option #2 | | |
| Option #3 | | |
| Option #4 | | |

## Evaluating Alternatives: MOST IMPORTANT FACTORS

To complete this chart, study the example on page 43 in your text. Then transfer the definition of the problem and alternatives to evaluate from your decision-making worksheet. Then list in the left column what you consider to be the most important factors for a good decision. When you have finished listing your factors, fill in the rest of the chart.

Problem: _____

| IMPORTANT FACTORS | OPTION #1 | OPTION #2 | OPTION #3 |
|---|---|---|---|
| | | | |

BEGINNING THE JOB HUNT: Advance, Chapter 4

I. OBJECTIVES: The student will be able to

A. describe four ways to locate job openings

B. explain the purpose of a resume

C. describe the four basic kinds of information a resume contains

D. list three types of resumes and discuss the situations each is especially useful for

E. list at least five of the six major steps in preparing a resume

F. define a cover letter so that its purpose and the kinds of information it should include are clear

G. explain the importance of completing an application form correctly and neatly

II. MODULE MATERIALS

A. Instructor's Review of Topic

B. Exercise: Preparing a Resume (Worksheet)

C. Application: Evaluating Resumes (Worksheet)

III. OTHER RESOURCES: See the bibliography in Advance (Chapter Four: Suggested Readings and Activities, pp. 176-178.) The resources for chapters four and five are combined and include many filmstrips. The first three filmstrips listed under "media" on page 177 relate to material in this chapter.

BEGINNING THE JOB HUNT: A Review for Instructors

Chapter Four of Advance assumes that most students will need to take an assertive approach to job hunting. Registering with placement agencies will probably not be enough and pounding the streets would be inappropriate at best and frustrating at worst. So the emphasis is on an organized approach.

In addition to summarizing the material in the text, this review includes comments on sample resumes (why the samples do and do not include certain items) and points out ways students might misinterpret some of the material in text. The last section of the review provides more material on the cover letter as a sales letter than the text offers.

## A Summary of Chapter Four of Advance: A Guide for Improving Your Position

This chapter begins by presenting four ways to locate job openings (pages 55-57):

1. classified ads as most familiar but least effective (mentions checking trade publications as well as daily newspapers)
2. employment agencies or placement offices (mentions free and paid)
3. letters of inquiry as second most effective
4. personal contacts as most effective

Most of the chapter focuses on how to prepare a resume (pages 57-71). It emphasizes the resume as a sales tool, the key to getting interviews. Although resumes vary in form, all resumes contain four kinds of information: (1) who you are; (2) what you would like to do; (3) what you know; and (4) what you have done. Differences in resumes have to do with how this information is organized and which parts are emphasized.

Resumes are divided into three categories: chronological, functional, and a combination. The descriptions of the categories (pp. 58-59) emphasize two points: (1) no one type is best for every applicant or every position; and (2) each type

highlights something different. To demonstrate these points, the examples of the three types (pp. 60-62) are all for the same applicant (Chris T. Seeker) looking for the same job. Four other examples of resumes appear in Appendix B (pp. 142-168). The fictional applicants in those examples represent different ages and situations (a young person with only related training and experience, a middle-aged person beginning a second career, etc.). Each sample resume in the appendix has a cover letter (or letter of transmittal) as well as a cover sheet that provides a profile of the applicant and labels the type of cover letter and type of resume used.

A few comments on the sample resumes:

1. The samples show different ways to label and position information. Be certain students don't make the assumption that certain labels or patterns of layout only "go with" a certain type of resume (i.e. address and phone must be top left for chronological). Instead, what they need to "get out of the samples" is that there is no one prescribed format.

2. The samples all include a job or position goal, but the text does not emphasize the importance of making it specific and customizing it. The idea of customizing resumes for particular jobs is mentioned (p. 58) but not in conjunction with the job objective. The idea of using the job goal to help select details to include on the resume is mentioned on page 64.

3. The samples do not include references. Only one (p. 147) mentions references, but that is in conjunction with a portfolio. Students are told that resume formats vary by field, so if your field is one that expects references listed on the resume, just tell students. The samples don't include references because they are generally considered unnecessary. After all, the purpose of the resume is to get an interview, and employers do not check references before interviewing. Reference checking occurs after the initial interview, and if the employer wants references listed, they'll be asked for on the application.

4. The samples are all short--one to two pages or one sheet of paper. For most jobs, a short resume is adequate. It only needs to highlight the applicant's relevant experience and knowledge--to interest the receiver enough to get an interview. Long

resumes may appear presumptuous unless the position sought is a high-level executive one. And the odds are a longer resume would not be read. The first person who handles a resume spends no more than five or ten seconds with it--a quick look to see where to file it or whom to route it to. In other words, the first person is merely glancing at the position objective and perhaps at experience or education to see if the applicant seems "in the ball park" for the job.

5. The samples all are ordered from most recent to least recent whenever time is the basis for organizing information.

6. The samples do not include personal information (age, marital status, etc.) because it was not directly relevant in any of the cases presented. During the late 60's and 70's, the trend was definitely away from including personal data. With easing up on affirmative action and EEOC, a trend toward personal data may begin. An example of personal data on resumes being relevant (height, weight, and age) appears on page 64. The section on interviews includes a related discussion on personal information (see pp. 94-95).

The rest of the material on preparing resumes (pp. 63-71) presents a five-step process with detailed suggestions for each step:

Step 1: Reviewing information (position titles, employment dates, accomplishments, etc.--also mentions lining up references)

Step 2: Selecting information (first clarify job purpose and use it to determine what to include and what to exclude; brings up "personal information" issue and the ethics of including and omitting)

Step 3: Drafting the resume (discusses four broad areas covered in some way on every resume--identification, job goal, education, experience; suggests ways to order these four for different situations; presents optional sections like special qualifications, honors, etc.)

Step 4: Polishing the resume (mentions editing for clarity, conciseness, and correctness, but does not emphasize

spelling and it should; gives a few guidelines for layout)

Step 5: Evaluating the resume (suggests showing it to the co-op instructor or another expert)

Step 6: Preparing the final copy (emphasizes need for correctness, professional typing if necessary, and first rate copies--does not include a warning that a resume which is "too slick" [typeset and professionally designed as a brochure] is more likely to hurt than help; the idea that the applicant has had to hire someone to prepare his or her resume is generally a negative)

Chapter four ends by describing the cover letter (pp. 72-74), giving examples (pp. 75-76), and commenting on filling in applications (p. 77). Additional examples of cover letters appear in Appendix B (pages 145, 151, 159, and 165), where each is followed by a sample resume. Students need to realize that cover letters are a hybrid--a cross between a hard-sell sales letter and an ordinary business letter. In general, the purpose of a cover letter is similar to that of a hard-sell sales letter, but the conventions (business-like tone, ordinary letter form, complimentary close) of a cover letter are like an ordinary business letter. To be successful (to get the receiver to read the accompanying resume and grant an interview), the cover letter must create interest and desire (desire to meet the applicant) in the receiver.

The suggested content for the first paragraph of a cover letter (see page 74) demonstrates its hybrid nature. The first paragraph should explain why the person is writing (this is like the purpose of the first paragraph of an ordinary business letter). However, the first paragraph should also arouse the reader's interest, which is like the first paragraph of a sales letter.

The chart on the next page compares hard-sell sales letters and ordinary business letters and highlights the differences in the two types of letters. (If you wish, you can make a transparency of it. If you need more information on ordinary letters and memos, see the writing module of the communications series.)

Comparison of Ordinary Business Letter and Sales Letter

DIFFERENCES IN CONTENT

| Paragraph (¶) Number | Ordinary Letter Content | Sales Letter Content |
|---|---|---|
| 1st ¶ | gives main point (i.e. what reader must know or do) | attracts attention (asks question, makes free offer, etc.) |
| 2nd ¶ | states related information (i.e. what reader should know) | creates desire by playing with reader's needs (need for security, prestige, etc.) |
| 3rd ¶ | states related information that's not critical (i.e. what the reader could know) | intensifies desire by hooking need and desire to the particular product being sold (how it will fill the reader's need) |
| 4th ¶ | complimentary close — express thanks, offer additional help, etc. | gets reader to act (gives crucial information — how much and how to order); usually offers special reward for acting immediately |

DIFFERENCE IN PURPOSE

ORDINARY BUSINESS LETTER -- The purpose is to inform the reader.

HARD-SELL SALES LETTER -- The purpose is to persuade reader to act now.

BEGINNING THE JOB HUNT: Exercise
Preparing a Resume

This exercise is a worksheet designed to help you draft a resume. To complete it, you need to be familiar with the material on resumes in Advance (pages 57-71) and with the sample resumes in Appendix B (pages 143-167).

1. POSITION or JOB GOAL (Use this space to draft your goal statement.)

2. EDUCATION (Use the left column to list school names, locations, degrees or certificates earned and dates of degrees or dates attended. Be certain this factual information is complete and accurate. Use the right column to list the most relevant courses or special projects completed, etc.)

| School names, addresses, dates | Relevant courses or projects |
|---|---|
| | |

3. WORK EXPERIENCE (Use the left column to list your position titles, department, company name, full address, and employment dates. Again be certain the factual material is complete and accurate. Use the right column to list your primary duties for each job and any special work assignments or projects you completed for each.)

| Position (title, company name, etc.) | Important or relevant duties, etc. |
|---|---|
| | |



over

4. OTHER INFORMATION (Use this space to list other information that you think is important and might interest a prospective employer—volunteer work, honors, service to your community, personal qualities, etc. Remember the purpose of the resume is to highlight your strengths and interest the reader enough to give you an interview.)

5. Now review the information on this sheet and the sample resumes in Advance. Which type of resume (chronological, functional, or combination) will best highlight what you have to offer? Why?

6. Resumes begin with an identification section (your name, address, and phone) which is usually followed by the job or position goal. However, the order of the other parts is up to you. Explain how you will order the material on your resume and why?

Now use this worksheet to try to put together a rough draft of your resume. You might want to study the examples in Advance again, this time looking at the different kinds of headings and layout that are possible. When you have a draft that pleases you, have it typed and bring several copies to our next class meeting.

NOTE: This is also the time to be thinking of names of possible employment and personal references. Even though you will probably not list references on your resume, you need to contact them, receive permission to use their names, and verify their current position titles, company affiliations, addresses, and telephone numbers because you will be asked for this information at some point in the job hunting process.

BEGINNING THE JOB HUNT: Application
Evaluating Resumes

Use this worksheet to evaluate a classmate's resume. Try to be as honest as you can. The evaluation questions are grouped. Use a 1 (poor) to 5 (excellent) rating scale on all items.

FIRST IMPRESSION (Use your initial reaction to the resume—what struck you in the first five seconds—to make your ratings for this section of questions)

| Quality | Rating (1-5) |
|---|---|
| Neatness | ____ |
| Headings Easy to Spot | ____ |
| Headings Easy to Understand | ____ |
| Effective Use of White Space | ____ |
| OVERALL FIRST IMPRESSION | ____ |

IMPRESSION FROM CAREFUL STUDY (Rate each item and use the space to the right to make more specific comments—either positive or negative.)

| Item | Rating (1-5) | Comments |
|---|---|---|
| Clear position or job goal | ____ | |
| Clear relevance of education or training to job sought | ____ | |
| Action verbs to describe duties performed in past | ____ | |
| Clear relevance of past work experience to job sought | ____ | |
| Clear relevance of other sections to job sought | ____ | |
| Use of underlining or capitals to highlight material | ____ | |
| Correctness | ____ | |



over

OVERALL IMPRESSION AFTER CAREFUL STUDY (Answer each of these questions as specifically as you can. The more specific your answer, the more helpful your evaluation will be to the other person. If you need more space to answer any of the questions, use a separate sheet of paper.)

1. What is the best single thing about this resume?

2. What, if anything, confused you?

3. What strength, if any, does this person have that the resume does not highlight effectively? (This might be a strength you know about from class interaction with the other person or it might be something suggested on the resume but not emphasized.)

4. Is there anything else you would want to know about this person before deciding to interview him or her?

5. Is the type of resume the most appropriate, given this person's background, for the job sought? (Does the type highlight what the individual has to offer?)

6. Does the order of the sections highlight what the individual has to offer?

## BEING INTERVIEWED AND DECIDING ON OFFERS
Advance, Chapter 5

also called "Landing a Job"

I. **OBJECTIVES:** The student will be able to

- A. list several things an applicant can do to prepare prior to the day of the interview
- B. explain the importance of gathering information about the company and position before the interview
- C. explain what to do to prepare on the day of the interview
- D. describe two approaches that an interviewer might use
- E. list at least six kinds of issues or questions that might arise during an interview
- F. list at least six factors that would lead the interviewer to a negative impression of the applicant or the applicant's abilities
- G. explain the purpose of each type of letter--the thank-you letter, the letter of acceptance, and the letter of rejection

II. MODULE MATERIALS

- A. Instructor's Review of Topic
- B. Exercise: Preparing for a Job Interview (Worksheet)
- C. Application: Role-Playing a Job Interview (4 Handouts)
  1. Directions for Role-Playing a Job Interview (2 pages)
  2. Worksheet: Applicant's Post-Interview Evaluation Form
  3. Worksheet: Interviewer's Post-Interview Evaluation Form
  4. Worksheet: Observer's Checklist and Post-Interview Evaluation Form

III. OTHER RESOURCES: See the bibliography in Advance (Chapter Five: Suggested Readings and Activities, pp. 176-178). The resources for chapters four and five are combined. The films and filmstrips most relevant to chapter five appear at the top of page 178.

BEING INTERVIEWED AND DECIDING ON OFFERS:
A Review for Instructors

This paragraph and the next two provide an overview of what chapter five does and does not include. The material in chapter five is organized by time: how to prepare for an interview prior to the interview day and on the interview day, what to expect during an interview, how to close an interview and follow up, how to decide which offer to accept, and how to write a letter of acceptance or rejection. In discussing interviews, the chapter emphasizes two points: (1) the interview is the basis for most hiring decisions and (2) interviews have a dual purpose--the company person evaluates the applicant and the applicant evaluates the company.

The comments on what happens during an interview present the interviewer's point of view to help students see why certain issues may be raised and why different approaches may be used. The body of the chapter assumes students know "how to behave" in an interview, so the focus is on content--what to say instead of what to do. If you want to discuss appropriate appearance and behavior, you will find the information you need in Appendix C: Negative Factors in Job Interviews (pp. 170-171).

Chapter five does not directly state that the application/interview process may be shorter than what is described in the text. Some companies do interview applicants as soon as they complete the application form. So students should be told to be physically and psychologically ready for an interview anytime they "stop by" a place to pick up an application form. (They should also have a copy of their resume and a list of references with them. Then they will have the information needed to complete an application on-the-spot. It also helps them look like well-organized, serious job seekers.) At two points (the thank you letter and the acceptance or rejection letter), the text does imply that the full process is not always necessary or appropriate (i.e. "follow most interviews with a short letter thanking . . .").

More specific information about what to expect appears on pages 90-94. This section presents seven categories of questions or issues that might come up during an interview:

1. Work experience
2. Education
3. Future plans
4. Job-related personal qualities
5. Attitude toward particular job
6. Applicant's needs & preferences
7. Personal life

Each category begins with a general description of what the interviewer is trying to find out and is followed by a list of topics that might be raised within the category. There are some suggestions about the best kinds of answers to give, but students are told only to answer in the ways suggested if they can honestly do so. The suggestions are based on what companies usually value in employees (flexibility, stability, etc.). The "personal life" section includes comments about the legality of questions.

The discussion of the end of the interview (pp. 95-97) tells students to ask about the process and time frame before leaving and to evaluate their own performance (use each interview as a learning experience). It refers them to Appendix C: Negative Factors in Job Interviews (pp. 169-171) where specific behaviors and kinds of answers are listed under one of three categories:

* factors which create a negative first impression
* factors which create a negative impression of communication skills, courtesy, and self-confidence
* factors which create a negative impression of work habits and attitude

The explanatory material on the three types of letters (thank-you, acceptance, and rejection) and on decision-making is brief (pp. 97-107). The text describes the purpose of each type of letter and includes an example of each. For more information on decision-making, students can refer to chapter three of Advance. For more information on the letters, they can refer to any business writing or job-hunting text. If you have included the writing module of the communications series in your seminar, they can refer to that student summary sheet.

A Summary of Chapter Five of
Advance: A Guide for Improving Your Position

Chapter five first explains how to prepare for an interview (pages 79-84). It suggests three kinds of preparation prior to the day of the interview:

1. get the details right when scheduling interviews (date, time, place, directions, how to pronounce interviewer's name, expected length of interview, whether tests might be given before or after)

2. gather some information about the company and the position to be able to ask sensible questions

3. make list of questions to ask the interviewer (how do you evaluate employees? why did last person leave? etc.); suggests not asking about salary and benefits unless interviewer brings up the topic or actually offers a job

The suggestions for the interview day are the usual ones about dressing appropriately, leaving early, and "psyching up" for the interview. Students are also told to take a typed list of references that can be left with the interviewer or attached to an application form. Taking an extra copy of the resume is a good suggestion that's not included in the text. The idea that applicants in certain fields need portfolios is mentioned.

The next section discusses what to expect during an interview (pages 84-97). It emphasizes the fact that there is no "typical interview": different companies have different procedures. It discusses two major possibilities: being interviewed by the immediate supervisor and being interviewed by a "professional interviewer" or personnel officer. It presents the major concerns of each and suggestions for behaving. In discussing professional interviewers, the text presents two approaches: the directive interview (specific questions) and the non-directive (open-ended questions). The explanation focuses on what the interviewer is trying to find out and includes specific suggestions.

BEING INTERVIEWED AND DECIDING ON OFFERS: Exercise
Preparing for a Job Interview

PART A: BACKGROUND ON THE COMPANY (see Advance, pp. 80-82)

Name of company:

Type of company:

Day, date, time, and location of the interview:

Name and position of person who will interview me:

Number of employees and/or divisions at location where I am applying:

Location of home office or plant:

Number of company locations in my city (or region or country):

PART B: QUESTIONS I WOULD LIKE TO HAVE ANSWERED WHEN I LEAVE THE INTERVIEW
(see Advance, pp. 82-83)

OVER

PART C: QUESTIONS I NEED TO THINK ABOUT BEFORE THE INTERVIEW

For this section, study the material on pages 90-94 in Advance. Using the issues that might be raised in a job interview, make a list of seven or eight questions that you would most like to be asked in a job interview. Make your questions specific by including real titles of positions you have held, names of companies you have worked for, et cetera. As you list each question, indicate with a brief phrase (i.e. sales ability, initiative, etc.) what strong point you can reveal to the interviewer by answering this question.

| Questions I'd like to be asked | Strong point to reveal |
|---|---|

Now make a list of the seven or eight questions you would most dread being asked. Again be as specific as possible. Follow each question with a brief comment indicating why you hope no one asks the question (i.e. what could the interviewer infer about you from your answer?).

| Questions I dread being asked | Reason |
|---|---|

BEING INTERVIEWED AND DECIDING ON OFFERS: Application
Directions for Role-Playing a Job Interview

For this activity, you need to have with you in class, two copies of your resume and two copies of your "Preparing for a Job Interview" worksheet. You will be one of a group of three. You and your group need to follow these directions, step-by-step.

STEP ONE: Give each of the other two people in your group a copy of your resume and of your interview worksheet. Do NOT discuss the resumes or worksheets. Go right on to the next step.

STEP TWO: One of you will play the part of applicant, one the interviewer, and one the observer. Then you will rotate parts so each of you has a chance to play each role. To begin, assign yourselves parts for each round.

| PARTS | First Round | Second Round | Third Round |
|---|---|---|---|
| Applicant | _____ | _____ | _____ |
| Interviewer | _____ | _____ | _____ |
| Observer | _____ | _____ | _____ |

STEP THREE: Now look to see who will be playing the applicant when you are the interviewer. Study that person's resume and interview worksheet (company background, questions, etc.). Do not discuss the material at all. Decide which interview approach you will use (open-ended questions, closed questions, a combination, etc.). Now make a few notes about the questions you'll be asking. You may write on your copy of the applicant's worksheet and resume and on the back of this sheet.

When you have finished studying your applicant's information, quickly read through the information on the person who will be applicant when you are the observer.

STEP FOUR: Get into position to begin the first round. The observer should be sitting to one side but able to see both the applicant and the interviewer. During the interview, the observer should check any negative behaviors exhibited by the applicant on the Observer's Checklist.

STEP FIVE: Role play the interview. The interviewer should assume the name indicated on the applicant's interview worksheet.

OVER

STEP SIX: Complete the appropriate section of the Post-Interview Evaluation Form.

STEP SEVEN: Begin the next round. Repeat steps four through six until each of you has played each part.

STEP EIGHT: Now compare your evaluations of each round and discuss what you have learned from this role-playing activity.

APPLICANT'S POST-INTERVIEW EVALUATION FORM

First, rate your overall performance as an applicant and the rate your interviewer's performance. Use a one (1 = poor) to five (5 = excellent) rating scale. Then answer the questions as specifically as you can.

My overall rating as applicant ____ Interviewer's overall rating ____

1. What did you think was your most effective manner or behavior?

2. What did you think was your most ineffective manner or behavior?

3. What did you think was the most effective answer you gave?

4. What did you think was the most ineffective answer you gave?

5. What strength, if any, do you wish you had brought up or highlighted in the interview?

OVER

6. What did the interviewer say or do that made you feel most comfortable or most confident?

7. What, if anything, did the interviewer say or do that really bothered you?

8. What do you think you most need to improve to be successful in a job interview?

INTERVIEWER'S POST-INTERVIEW EVALUATION FORM

First, rate the overall performance of the applicant. Then rate your own performance as an interviewer. Use a one (1 = poor) to five (5 = excellent) rating scale. Then answer the questions as specifically as you can.

Applicant's overall rating ____ Your rating as interviewer ____

1. What was the applicant's most effective manner or behavior?

2. What was the applicant's most ineffective manner or behavior? What impression did it give you of the applicant as a person or as a worker?

3. What was the most effective answer the applicant gave? What impressed you about the answer?

4. What was the most ineffective answer the applicant gave? What impression did it give you of the applicant or the applicant's experience, knowledge, etc.

OVER

5. What strength (based on the resume, worksheet comments, or your knowledge of the applicant from class interaction) does the applicant have that did not get highlighted in the interview? Did you give the applicant an opportunity to capitalize on this strength? When? (or How?)

6. When did you think the applicant felt most confident or comfortable? What did the applicant do or say to give you that impression?

7. When did you think the applicant felt most uncomfortable? What did the applicant do or say to give you that impression?

8. What does the applicant most need to improve to be successful in a job interview?

OBSERVER'S CHECKLIST
and
POST-INTERVIEW EVALUATION FORM

This is a two-part form. You are to complete the first part while the interview is taking place.

PART A: Observer's Checklist

Place a check in front of each factor you observe. If an applicant frequently does something on the list (like mumbling most of the answers), place a star in front of the item. When an item includes several behaviors (like the first one), circle the phrase that indicates which one the applicant is doing (i.e. mispronouncing or forgetting or not using the interviewer's name).

FACTORS WHICH CREATE A NEGATIVE IMPRESSION OF COMMUNICATION SKILLS, COURTESY, AND SELF-CONFIDENCE

mispronouncing, forgetting, and/or not using the interviewer's name

looking at the wall, floor, ceiling, etc. instead of looking the interviewer in the eye

fidgeting (tapping feet or fingers, jiggling feet or legs, shifting position frequently, playing with jewelry, etc.)

smoking without asking if the interviewer minds

chewing gum

looking frequently at your watch

using only nods, grunts, or single words to answer questions

interrupting the interviewer

mumbling or speaking loudly

giving long, rambling responses that evade the questions asked or provide more information than the question demanded

using nonstandard English (swearing, mispronouncing words, using incorrect word forms such as "we was" or "he don't," etc.)

OVER

chuckling or giggling before almost every answer

never smiling, responding to humor, or changing facial expressions

not expressing appreciation for the interviewer's time

## FACTORS WHICH CREATE A NEGATIVE IMPRESSION OF WORK HABITS AND ATTITUDE

blaming others (co-workers, supervisors, teachers, parents) for shortcomings

complaining about previous jobs

only asking about money and benefits

not knowing anything about the company

name dropping (emphasizing who you know instead of what you can do)

undervaluing education if you lack that or undervaluing experience if you lack that

emphasizing what you are not willing to do (relocate, travel, work overtime, etc.)

saying you will only work for a short time or only very specific hours

indicating that others (parents, spouse, etc.) make decisions for you

frequently answering indecisively with "I can't say," "I'm not sure," "I don't know," or "I guess"

expressing prejudices based on race, religion, ethnic group, age, sex, etc.

not including reasons in your answers

not being able to give specific examples that support the positive remarks you make about yourself

promising too much and/or using high pressure tactics to "sell yourself"

PART B: Observer's Post-Interview Evaluation Form

Now that the interview is over, rate the overall performance of the applicant and the interviewer using a one (1 = poor) to five (5 = excellent) rating scale. Then answer the questions as specifically as you can.

Applicant's overall rating ____ Interviewer's overall rating ____

1. What was the applicant's most effective manner or behavior?

2. What was the applicant's most ineffective manner or behavior?

3. What was the most effective answer the applicant gave?

4. What was the most ineffective answer the applicant gave?

5. What strength (based on the resume, worksheet comments, or your knowledge of the applicant from class interaction) does the applicant have that did not get highlighted in the interview? At what point, if any, could the applicant have brought up or emphasized this strength?

OVER

6. What does the applicant most need to improve to be successful in a job interview?

GETTING ALONG ON THE JOB: Advance, Chapter 6

I. OBJECTIVES: The student will be able to

A. describe at least three different kinds of things a new employee can say or do that will create problems in the new job

B. define a successful employee as someone who knows his or her job, who establishes effective relationships with co-workers, and who displays good work habits

C. describe three different stages of job knowledge and identify the stage he or she is now in

D. explain how a new employee's own attitude and expectations can affect his or her ability to relate to others

E. list at least three expectations that can help a new employee avoid some of the more common problems associated with beginning a new job

F. describe what an effective attitude for a new employee might be

G. list at least five good work habits

H. give one or two examples of how an employee might display each habit listed

I. explain how each habit listed benefits the employee, co-workers, and/or the company

II. MODULE MATERIALS

A. Instructor's Review of Topic

B. Exercise: Getting Along on the Job

C. Application: Looking at Job Knowledge and Work Habits

III. OTHER RESOURCES: See the bibliography in Advance (Chapter Six: Suggested Readings and Activities, pp. 178-179).

# GETTING ALONG ON THE JOB: A Review for Instructors

Chapter Six of Advance assumes that the student has invested a lot in the job (in job hunting or training or both) and wants it to work out. It begins by describing problems that often arise the first few days on the job (pages 109-113). Most of the problems occur because the new employee is nervous, too anxious to please or impress co-workers. The text encourages students to try to relax and be themselves. It also describes some of the traps that newcomers fall into when they try to impress others. Specifically, students are warned against trying to play efficiency expert, Mr. or Ms. Zest, the comedian, the gossip, etc. The ideas introduced in this section are developed more fully throughout the chapter.

The body of the chapter focuses on the characteristics of successful employees. The characteristics are divided into three categories: (1) job knowledge; (2) relationships with co-workers; and (3) work habits. Each category is presented in some detail, with common problems and possible solutions discussed.

The section on job knowledge (pages 113-117) emphasizes the fact that new employees are not expected to know everything when they walk in the door. Instead, it presents job knowledge as something that must be demonstrated in three stages:

> The first stage involves proving that they can do what they said they could in the interview--showing they can apply their experience and training to this job. Depending on the complexity and variety of the job, new employees may demonstrate this stage of job knowledge within a few hours (typing skill for instance) or over several months (management ability).
>
> The second stage of job knowledge includes the knowledge someone could only get by working in a particular position for a particular company. This includes learning company policies and procedures, lines of authority, et cetera. In this stage, students are encouraged to read all the information they are given about the company and the job, to listen carefully to explanations, to observe, and to ask questions whenever they are uncertain. They are reminded that they are not expected to know all the answers and that asking later would be far more embarrassing.

The third stage of job knowledge involves keeping up with new developments in the field. This career-long aspect of job knowledge is presented as one way employees can gain recognition and set themselves apart when they want promotions.

The next section of chapter six describes how to establish effective relationships with co-workers (pages 117-123). The discussion is based on the idea that establishing effective work relationships means being seen as someone who will do the job expected in the manner expected. It is not a matter of popularity. To establish good working relationships, the key is attitude, not personality. The best attitude to walk into a new job with is, "I'm here to learn this job so I can pull my own weight." Initially the goal should be acceptance as a fully-functioning member of the group--not the star, that's for later.

Students are reminded they are entering an established network of relationships. Because their own expectations about that network will affect their ability to relate to others, they are encouraged to develop four expectations. The essence of these expectations is "be open-minded but cautious". Discussion of the expectations includes specific "do's" and "do not's".

1. Expect the general atmosphere and the way employees relate to one another to be different from other places where you have worked.

2. Expect the priorities of doing business and specific procedures to be different from other places where you have worked.

3. Expect hostility from some co-workers but don't take it personally (anyone hired for the job would get the same initial reaction).

4. Expect some co-workers to be overly-friendly but don't take this personally either (every company has oddballs looking for allies).

Students are told that the last two expectations mostly apply to large departments or work groups, not to situations where the new employee has only two or three co-workers.

The last section of this chapter describes seven good work habits (pages 123-131). Each habit is discussed separately with

examples to show the range of behavior or activity involved. The text also explains why each habit is important to the employee, co-workers, and/or the company. Here are the seven covered:

1. Assume responsibility for your own actions

2. Plan and/or schedule your work carefully (includes planning how to do something as well as when since some employees have little control over the when)

3. Show initiative

4. Remain flexible

5. Be conscientious

6. Be honest and fair in dealing with others

7. Evaluate your own performance periodically

GETTING ALONG ON THE JOB: Exercise

1. If you have worked for a while, you have probably had to deal with new employees in your work group. Describe the behavior of a newcomer who really bothered you during the first few days that person was on the job. Then try to summarize your interpretation of that person's attitude toward the job and toward the employees already in your work group.

2. Have you ever been on a new job and found an employee (one previously unknown to you) trying to "buddy up" to you? If so, describe how that person approached you and how you reacted. What did you first think was that person's motive? Did you later discover a different motive?

3. Have you ever been on a new job and found an employee (one previously unknown to you) hostile toward you almost from the moment you met? If so, describe how that person behaved to suggest hostility. How did you react? What did you think was that person's reason? Did your relationship improve later? If so, did you ever discover why the person first reacted so hostily to you?



OVER

4. Which of the four expectations listed on page 118 of Advance would have been most helpful to you if you had thought about the expectation before starting your current job? Why?

5. What mistakes (new employee traps) do you think you would be most likely to make if you were starting a new job next week?

6. What will you do to try to avoid making those mistakes when you start your next new job?

GETTING ALONG ON THE JOB: Application
Looking at Job Knowledge and Work Habits

A. PART ONE — Looking at your job knowledge

1. First indicate which stage of job knowledge you are now in. (If you need to review the stages, see pages 113 - 117 of Advance). Then tell how long you have been in this stage and describe what major things you have already accomplished in this stage.

2. To improve your job knowledge, what do you plan to concentrate on next?

B. PART TWO — Looking at your work habits

3. Name what, in your opinion, are your two best work habits. Then describe some specific ways you display each of the two habits.

4. In your opinion, what are your two worst work habits? Name them and then give some specific examples of how you behave that leads you to believe these are your weakest work habits. (Use space on back.)

OVER

5. Now describe what your supervisor seems to think are your two best and your two worst work habits. Next to each, list specific actions your supervisor has mentioned in connection with each habit.

| WORK HABIT | Actions my supervisor has mentioned |
|---|---|
| Good habits: | |
| Poor habits: | |

6. You will need a separate piece of paper for this question. Note that you only need to discuss one of the two—the one that fits your situation.

a. If your opinion of your strong and weak work habits is different from your supervisor's, what can you do to help your supervisor see your good habits? Use the actions your supervisor has been noticing as a key to what the supervisor notices and considers important. Then try to think of new ways to display your good work habits so your supervisor will recognize your strengths.

b. If your opinion of your strong and weak work habits is almost the same as your supervisor's, what can you do to improve one of your weak habits? Use the actions your supervisor has been noticing as a key to what the supervisor notices and considers important. Then turn to the suggested process for improving behavior described in pages 12 - 15 of Advance and use it to begin developing a plan to improve the habit you want to focus on.

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